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Ministry of Education
Ontario

Chris Ward, Minister
Bernard J. Shapiro, Deputy Minister

Curriculum Policy Document for the Intermediate and Senior Divisions

VALIDATION DRAFT

Co-operative Education

Draft document for discussion purposes only

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Memorandum to: Directors of Education

From: Sheila Roy

Date: January 1988

Subject: Validation of Co-operative Education Policy Document and Co-operative Education Resource Document

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The Ministry of Education is developing a policy document and a resource document in co-operative education. Validation drafts of the documents have been prepared and I am pleased to provide two copies of each of these draft documents in English for your information and reaction. Copies of the French version of these documents will be mailed under separate cover.

Educators are now asked to study the drafts and provide written reactions and suggestions for improvement. The validation period will extend to May 31, 1988.

Each school board is requested to submit a single validation response which summarizes the reactions and suggestions for improvement provided by teachers, co-operative education resource personnel, school and board office administrators.

To assist in your response you are invited to duplicate all or any part of these drafts for your teachers. A limited number of additional copies are available from your regional office contact person.

Separate validation evaluation forms have been included for use when preparing the response. Suggested content and editorial changes should be made in RED INK on the actual pages. These pages should be removed from the drafts and attached to the evaluation forms.

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Preface

This document contains the policies of the Ministry of Education regarding the development and implementation of courses offered through the co-operative education mode in Ontario secondary schools. These co-operative education policy statements supersede those in the following Ontario Ministry of Education publications:

- Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements, 1984 (OSIS)
- Guidance, 1984
- all previous guidelines, memoranda, and statements

Introduction

Experiential Learning and Co-operative Education

In recent years the concept of experiential learning has become important in both elementary and secondary schools. Often this term is used generically to describe programs that use the work environment as an integral part of the curriculum to bring students more directly in touch with the realities being studied.

For purposes of this document experiential learning refers to a set of planned educational experiences designed to enable learners to acquire attitudes, skills and knowledge related to work and other life roles through their participation in out-of-class study, observation, and performance. Experiential learning can take such forms as co-operative education, job shadowing, work experience, job observation, job twinning, and mentorships.

Co-operative education is available to all students studying at all levels in the Senior Division and in special situations to students taking courses in Grades 9 and 10. (It is a partnership of education, business, industry, and labour that integrates academic study and classroom theory with on-the-job experiences. In most

cases it involves a student, a teacher, an employer, and an employee supervisor).

A well-organized co-operative education program requires a counselling and interviewing process during pre-selection, as well as structured preplacement orientation and placement processes, individualized training plans, regular on-site monitoring, evaluation of the out-of-school activities, and regular integration sessions.

In co-operative education students apply the knowledge and skills they acquire in the classroom under Ministry of Education guidelines to out-of-class experiences through individualized training plans. These experiences are fully integrated into the education process so that learning and experience are combined in an educationally beneficial way. Students are placed in roles that provide challenging responsibilities, where they learn by doing and have opportunities to reflect on their experiences with their peers. In these ways co-operative education provides:

- an opportunity for students to enhance and enrich their academic experience;
- a realistic opportunity for students to apply the skills and knowledge they have learned in particular subject areas;

- a structured mode of learning that assists students to make the transition from school to work;
- a planned career-development program;
- an opportunity for employers and teachers to share responsibility in the educational process;
- an opportunity for employers to assist in both skills training and career education.

All forms of experiential learning are valuable and should be encouraged, whether offered in isolation or as part of a structured sequence that is designed to enable students to grow towards the skills and maturity level demanded of a co-operative education participant. Experiential learning activities can maximize students' growth and development and can provide them with a good preparation for a co-operative education experience if they are organized in a sequential fashion that complements career-development needs.

Table 1 outlines a sequence of experiential-learning modes that is appropriate for secondary students. As the table indicates, co-operative education provides participants with a longer period of time in an out-of-school setting than do other experiential modes. When out-of-school experiences are labelled, it is important to recognize such differences.

Table 1 Suggested Sequence of Experiential-Learning Modes

Experiential Mode	Usual Time Frame	Additional Credits Awarded	Suggested Division
Job Shadowing	1 day	none	Intermediate
Job Twinning	1 to 2 days	none	Intermediate
Job Observation	max. 1 week	none	Intermediate
Work Experience	1 to 4 weeks	none	Senior
Co-operative Education*	1 Full term or semester to a Full Year	yes	Senior

*See subsection entitled "Compulsory Credits, OACs, and Co-operative Education" on page 42.

Co-operative education enhances learning and can assist both students bound for university or college and students directly entering the workplace to make decisions regarding careers and to acquire the skills required by today's information-dependent society. Thus, all students, regardless of their postsecondary goals, can benefit from a co-operative education experience.

Criteria for offering Co-operative Education in Ontario Secondary Schools

The following is a summary of the criteria that must be met by courses offered through the co-operative education mode. These criteria are explained in detail in related sections of this policy document.

- Teachers involved in co-operative education must be knowledgeable in both co-operative education and the subject area in which the out-of-school credits are being awarded.

  Note:
  Throughout this policy document this definition will apply whenever the word "teacher" appears. (See the subsection entitled "Program Supervision" on page 44.)

- Students must be enrolled in or have already successfully completed an in-school course offered in the Senior Division. In special situations exceptions to the Senior Division restriction may be made when it is deemed to be in the best interests of the student. (See the sub-section entitled "Grade/Level" on page 40.)

- A structured process is required to assist students in the selection of courses offered in the co-operative education mode. A clear course calendar description must be provided, courses must be identified on course-selection sheets, and counselling and interviews must be conducted. (See the subsection entitled "Pre-course Counselling and Interviewing" on page 13.)

- Teachers must evaluate and approve each potential training station and must develop individualized training plans in conjunction with training supervisors. (See the subsections entitled "Training Profiles and Individualized Training Plans" on page 17and "Placement" on page 17.)

- Each student shall experience, through a group activity, a minimum of fifteen hours of orientation immediately prior to placement. (See the subsection entitled "Preplacement Orientation of Students" on page 13.)

- Students must be matched with appropriate training stations through a structured interview process. (See the subsection entitled "Placement" on page 19 and "Preplacement Orientation" on page 13.)

- A teacher shall monitor the progress of each student at the training station every two to three weeks or after the student has been at his/her placement for thirty to forty hours, whichever occurs first. Students earning credits at the basic level and students with special needs will require more frequent monitoring. (See the subsection entitled "Monitoring" on page 24).

- A credit shall be granted in recognition of a student's successful completion of a course delivered through the co-operative education mode and scheduled for a minimum of 110 hours. The in-school time of each such course must be no less than one-third and no more than one-half of this total. (See the subsection entitled "Number of Hours" on page 39.)

- A co-operative education student is required to be engaged in productive hands-on learning rather than mere observation. Sufficient time to satisfy this requirement must be provided at the training station. It is recommended that students spend two-thirds of the credit hours of each course in the out-of-school component. (This could include the time required for the preplacement orientation and integration activities.) One-credit co-operative education

experiences are most beneficial when they are part of a package. (See the subsection entitled "Number of Hours" on page 39 and "Packaging Co-operative Education Credits" on page 43).

- Students must not receive hourly wages or salaries for the work they perform during hours established by their work-education agreement. However, students are permitted to receive an expense allowance from their co-operative education employer. (See the subsection entitled "Remuneration" on page 47.)

- Students' performance must be supervised and evaluated by the training-station supervisor and a teacher knowledgeable both in the subject area in which the student is earning credits and in co-operative education. The supervisor must complete a minimum of three written performance appraisals per semester and six per full-year program. (See the subsection entitled "Evaluation" on page 28.)

- Structured activities must be organized as part of the in-school or the out-of-school component in order to integrate the two parts of the course. In either case such activities must be scheduled at least five times per semester for a minimum total of ten hours

for every two credits allotted to the out-of-school component. (See the subsection entitled "Integration" on page 31 and the definition of integration on page 32.)

- The in-school and out-of-school components of a course offered in the co-operative education mode will normally be taken concurrently, with the two components serving to reinforce each other. Both must be completed within the total allotted course time. Under no circumstances shall the out-of-school component precede the in-school component. (See subsection entitled "Relating Credits Back to Subjects Taken Previously" on page 47.)

- Each school board must develop policies and procedures for the initiation, implementation and management of co-operative education. The co-operative education activities of both the board and its schools must be co-ordinated, and each board should co-operate with coterminous boards operating within the same jurisdiction. (See subsection entitled "Co-ordination of Co-operative Education Programs" on page 53.)

- Effective program supervision in co-operative education requires the allocation of adequate staff and the careful consideration of teacher qualifications. (See the subsection entitled "Program Supervision" on page 44.)

Program Delivery

Pre-course Counselling and Interviewing

It is necessary for each school to establish procedures to determine which students will benefit most from a co-operative education experience. A structured interview between the teacher and each potential student is an essential part of such procedures and must be conducted prior to the start of a course. Close liaison with the guidance department, the school administration, and parents must also be maintained to ensure that students have selected a career area or areas that are appropriate to their educational and career goals.

This precourse counselling and interviewing process is a critical factor in the appropriate matching of students to placements, and these procedures must be adhered to even when a school has sufficient training stations to accommodate all students.

Pre-placement Orientation of Students

All co-operative education students must receive adequate pre-employment orientation before placement. The time allotted for such preplacement orientation shall be a minimum of fifteen hours and include instruction in self-assessment skills, job-readiness skills (application and résumé writing and interviewing skills), health and safety skills, workplace expectations, the Employment

Standards Act and other labour legislation. See the Ministry of Education publication: Work and Employability Skills Program (Toronto: Ministry of Education, Ontario, 1982) for further information in this regard.

Preplacement orientation must be scheduled immediately prior to student placement and may be delivered as part of the out-of-school component of the course. The most effective means of delivering this unit is in a group setting.

The teacher assigned to co-operative education should be involved in the preplacement orientation unit. Team teaching that involves guidance counsellors, community resource personnel, and other staff is strongly encouraged.

At the end of an effective preplacement orientation unit students must be provided with the opportunity to practise their knowledge and skills in structured interviews with qualified employment supervisors in a community workplace environment. All co-operative education students must experience such interviews. Wherever possible, the interviews should be competitive in order to prepare students for the reality of the

job-application and interview process in today's labour market. It is expected that each student will submit a detailed personal résumé to prospective employer(s).

A structured interview provides the employer and the student with an appropriate forum for initiating a successful experience. Once accepted into a course offered through the co-operative education mode, students should be guaranteed a placement. If unsuccessful in the initial interview(s), a student should be provided with further training and interview experiences.

Health and Safety

Every co-operative education student must receive health and safety instruction prior to placement. This instruction should be included in the preplacement orientation section of the course being offered in the co-operative education mode.

Every precaution must be taken to assure the health, safety, and protection of students during the out-of-school component of a course. For this reason students must be provided with safe work stations and special instruction on safe practices, safety equipment, the Health and Safety Act, and the coverage provided by the Workers' Compensation Board.

Workers' Compensation Coverage

Workers' Compensation Board coverage for co-operative education students is outlined in detail in the ministry Policy/Program Memorandum No. 76A (Workers' Compensation Coverage for students in Work Education Programs, April 23, 1987) Hours accumulated by co-operative education students placed at training stations, other than as teacher aides, must be reported to the ministry on a calendar-year basis to ensure that students are covered. It is also important that students be instructed in the procedures for injury claims as part of the health and safety section of the preplacement orientation of the course.

Adjustments are sometimes necessary to a student's hours as stated on the work-education agreement form. When this occurs a form should be appended to the work-education agreement to ensure Workers' Compensation Board coverage for the student. This form should be signed by the student, his/her parent/guardian and the employer. It is the responsibility of the student to inform his/her teacher and his/her parent/guardian before remaining at the placement for this unscheduled time.

School officials, with the assistance of co-operating company officials, must ensure that proper

industrial procedures are followed, and requirements are met, both prior to and during placement.

Labour Education

Since labour unions are a significant part of the working world, students should be made aware of the role of organized labour through pre-employment preparation and ongoing integration sessions. Instruction on organized labour should be a part of the classroom-related integration activities in co-operative education. Teachers are encouraged to use local labour representatives in the presentation of this topic.

Training Profiles and Individualized Training Plans

Every co-operative education student must have an individualized training plan that identifies the work skills and learning to be required at the training station. An individualized training plan may be developed from a generic training profile. Sample profiles have been developed in many different subject areas and are available from a number of sources.

The teacher responsible for the monitoring and evaluating of the co-operative education student is also responsible for developing the student's individualized

training plan in conjunction with the student's on-site supervisor and any other related resource staff. The plan should show the student's progression in learning and in the difficulty and magnitude of the tasks assigned to him/her.

When a student is earning out-of-school credits in different subject areas, a training plan must be developed to show the work skills and learning that relate to each subject area. Generic training profiles must be developed prior to placement, and the individualized training plan should be developed within the first two weeks that the student is at his/her training station. The student, the student's direct supervisor, and the teacher must all have a copy of this training plan which is, in essence, the course of study for the out-of-school component and must, therefore, meet criteria similar to those for the course of study offered in the in-school component.

In addition to the standard student and employer information, the individualized training plan must include the following:

- the name of the Ministry of Education guideline on which the course is based
- the course's credit code

- the grade and level of difficulty at which the course is offered-
  the credit value of the course
- the objectives of the course
- the tasks to be accomplished in the sequence in which they will be applied
- the evaluation practices that will be used

As in the case of in-school courses of study, individualized training plans shall be retained in the school as outlined in section 4.8 of OSIS. These training plans shall be available at the school for parents to examine.

Placement

Student placements in co-operative education must be directly related to the subject area in which students are earning credits. This can only be accomplished through the development of training profiles and individualized training plans by a teacher knowledgeable both in the subject area in which the student is earning credits and in co-operative education.

Prior to a student's placement, the teacher should assess the following: the employer's attitudes, the range and scope of the experiences

available, the equipment and facilities in the workplace, the learning potential of the placement, and the current employment practices and safety of the organization involved.

The practice of allowing students to provide their own pre-established placements is discouraged. However, exceptions might be considered in special circumstances, where apprenticeship or similar training for permanent employment is being offered. Students must not be given approval for placement in a company where they currently have a salaried job unless a clear distinction is made between the tasks in the individual co-operative education training plan and the duties of the paid position. Teachers must be aware of the potential for abuse in this situation.

The out-of-school component in co-operative education is designed to enable students to develop work-related and problem-solving skills and to gain self-confidence and maturity. Care must be taken to provide a suitable environment in which this can happen. For this reason the placement site must be outside of the student's home school and in most cases in a new environment in which the student has not experienced previous training or part-time work.

Co-operative education experiences that involve placements in the school store or participation in school dramatic presentations, the student council, the business practice Office, part-time jobs, Junior Achievement, a school or community athletic team, the school yearbook, secretarial work for the school teaching staff, or similar activities are not acceptable.

The concept of co-operative education is based on the premise that out-of-school learning enhances the educational experience of the students involved. For this reason it is critical that students get an opportunity to work in a placement that allows them to grow and mature away from the day-to-day adolescent environment of the home school. Thus co-operative education should take full advantage of the resources available in the community.

It is only the students' home school environment that is strongly discouraged as a co-operative education placement. Other educational institutions can provide students with quality learning environments. For example while the day-care facilities operating within the home school can serve as excellent laboratory teaching settings for the in-school component of a parenting co-operative

education course, they are also excellent placements for students in co-operative education programs from other schools. Similarly, peer-tutoring and peer-counselling placements are acceptable outside of the student's home school.

It is recognized that there are some situations (e.g., schools in remote areas) in which the home school provides experiences that cannot be duplicated anywhere else in the immediate community. Only where a similar or related experience is not available outside of the home-school environment should placement within the home school be considered acceptable as a co-operative education experience.

It is likely that a number of students might be placed in a variety of different departments in a large company or organization. Every effort should be made to ensure that the quality of learning, skills development, and growth in maturity of the student is not impeded by the overloading of a single training station with several students. Quality placements and maximum learning opportunities tend to exist where no more than one student is placed in a single training station.

Students should be encouraged to experience a different training organization with each course that

they take through the co-operative education mode of delivery. They must not be placed in the same training station more than once, unless there is a completely different individualized training plan for each placement.

Co-operative education experiences should provide students with enough time on the job in any one specific placement to gain sufficient opportunity for satisfactory skill development, career decision making and personal growth. Students should normally spend a minimum of half a day at their placement.

The length of time that a student spends at a training station will have a significant impact on the quality of the co-operative education experience and the learning opportunities provided by the employer. The decision regarding how long a student remains in one placement should take into account the following:

the level of sophistication of the tasks outlined in the individualized training plan

the input of the employer in regard to the training time required to complete the tasks

the time required for the students to assimilate the skills necessary for competency at the training station

the variety of the placements available to meet student needs

the emotional needs of the students (particularly underachievers and those lacking in self-confidence)

The decision regarding the exact number of placements in which a student should participate during any one course offered through the co-operative education mode should be made locally. The determining factors for this decision should include employer input and the quality and depth of the experiential learning that one expects from co-operative education. The placement must be long enough to permit the student to obtain the maximum educational benefit.

Monitoring

Monitoring involves critical observations of students and discussions and consultations with both students and supervisors at the training stations. This is supported

by detailed anecdotal, dated records of monitoring activities, which are kept as part of students' records.

Frequent monitoring at the training station is essential to students' success. Students must be monitored at least once for every thirty to forty hours that they are at the training station or every two to three weeks, whichever is more frequent. Direct personal contact at the training station is the only acceptable method of monitoring. It may be necessary to monitor some students more frequently because of their special needs.

A teacher monitor should be knowledgeable in the subject area under study. When this is not possible, there must be regular consultation between the teacher assigned to co-operative education and the subject teacher. In cases where credits are being awarded in a subject area in which the teacher monitor is not knowledgeable, provision must be made to allow a teacher who is knowledgeable in the subject area to monitor the student at the training station at least twice during each work term. A teacher knowledgeable in the subject area must also be involved in identifying the objectives for the out-of-school component and in approving the learning strategies planned to achieve them. The teacher assigned to co-operative education must work co-operatively with other teachers and training-station supervisors in

planning student learning and orienting the student to the training station.

The anecdotal, dated record should include information on the student's progress, details of new learning and attitude changes that have occurred, training plan updates, observations of the student's interaction with co-workers, and comments made by both the student and the supervisor.

The monitoring process should encompass both the teacher's observation of the student's performance of tasks and a discussion that includes both the student and the training-station supervisor. It is necessary for the teacher to spend time with the student's training-station supervisor in order to clarify the supervisor's role in the monitoring process.

Student Recordkeeping

Teacher monitors, under the direction of the principal, are required to maintain the following records for each student:

- the work-education-agreement form
- the number of hours the student will be on the job (for Workers' Compensation Board purposes)

- the teacher's dated, anecdotal records of monitoring activities
- the student's individualized training plan
- the student's performance appraisals or evaluation forms
- the student's weekly logs

It is recommended that the following records also be part of the student's file:

- the student's application to the co-operative education program
- student references
- local board training-agreement forms
- a brief outline of preplacement orientation topics successfully completed by the student
- a record of the visits made to the training station by teachers other than the designated co-operative education teacher
- union memorandum of agreement where applicable

Role of Non-Teaching Personnel

Personnel who do not hold teaching qualifications can provide valuable assistance to professional co-operative education staff. While these individuals may recruit new placements and provide other administrative assistance,

they cannot place students, develop training profiles, develop individual training plans, or monitor or evaluate students.

Evaluation

The procedure for the evaluation of the achievement of co-operative education students must comply with the school's existing policy for the evaluation of the achievement of all students, including methods and frequency, and must be stated before the program begins.

The student's performance at the training station must be evaluated in conjunction with the on-site supervisor. This evaluation should consist of at least three formal written employer's appraisals per semester, two per term and six per full-year program. The performance-appraisal form should include numerical rating and anecdotal comments by the employer. The remainder of the evaluation can be based on the student's weekly logs and journals, tests, assignments, pre-employment orientation, and self-evaluation. Teachers should keep in mind the objectives of the course and the individualized training plan when evaluating a student's overall performance. Opportunities should be provided on the appraisal form for students to comment on their personal and skill development.

Students, employers, and parents should be given an opportunity to evaluate the course, including the training station and related classroom activities. In addition, teachers should evaluate the training stations on a regular basis.

Overall program evaluation should be part of the continuous assessment of co-operative education.

Recording of Marks

The Manual for the Common Course Code (Toronto: Ministry of Education, Ontario, 1986) and the Manual for the Ontario Student Transcript (Toronto: Ministry of Education, Ontario, 1986) set out the procedures for recording marks for a course offered in the co-operative education mode. In-school and out-of-school marks and credit values are to be recorded separately for each component. The common course code remains the same for both the in-school and the out-of-school components. The common course title will include the designation "(Co-op Ed)" beside the subject title for the out-of-school component only. In the following examples the in-school component is given first and is followed by the related out-of-school component:

Example:

BAC3A Accounting	1 cr.
BAC3A Accounting (Co-op Ed)	2 cr.
NGC4G Guidance	1 cr.
NGC4G Guidance (Co-op Ed)	2 cr.

The credit and achievement columns in the Ontario Student Transcript will show a separate allocation and mark for the out-of-school and in-school components of the program. The marks for the two components should be arrived at independently. (See the subsection entitled "Unsuccessful Completion of One of the Components" on page 42.)

Partial credits offered as part of a co-operative education package should be recorded as follows:

BBS or EBS4B Business English	.33 cr.
BBS or EBS4B Business English (Co-op Ed)	.67 cr.

Where the in-school and out-of-school teachers are not the same, there must be a close liaison between the two teachers in order to integrate the student's progress at the training station into his/her final evaluation.

When co-operative education credits are reported in the secondary school September report, enrolment information shall be entered in section D.

Integration

The integration of classroom activities with on-site experience is vital to the successful learning of the student. Time must be provided as part of the in-school component of a course or during the out-of-school component for students to engage in integration activities that link the two components. Employers should be informed well in advance of the times of such integration sessions.

These structured integration activities with their peers are vital to students' understanding of their experiences. The classroom becomes a forum for reflecting on personal experiences, for submitting personal perspectives to public discussion, for personal interaction, for building and testing hypotheses, and for disciplined inquiry. The classroom also provides an opportunity for students to make sense out of their experiences, to put these experiences into broader perspectives, to reflect on and analyse how they interact with the rest of the world, and to internalize their

learning. Reflective discussion is one technique that can be used in the integration process. Other techniques include seminar presentations, logs, diaries, observation reports and journals.

Integration activities are also designed to:

- reinforce job-skills theory;
  provide related career information;
- provide a forum for the discussion of problems;
- develop leadership skills;
- develop decision-making skills;
- help prepare students to be productive members of society;
- allow the students to examine the workplace critically (rights and responsibilities as a worker/employee);
- develop team-building skills;
- reinforce skills, techniques, and principles learned at the training station;
- provide a necessary support group for students participating in a non-conventional school program;
- enable students to take an active role in managing their learning.

Where the in-school component of the course is not offered concurrently with the out-of-school component, or where all the students are not taking the in-school component at the same time, it is essential that time from the out-of-school component be provided for regular integration activities.

A minimum of five two-hour integration sessions must be offered per semester for each two-credit out-of-school component. Equivalent sessions must be provided throughout a full-year program. While these time allocations may vary slightly, it should be understood that integration activities must be interspersed throughout a student's co-operative education experience, and sufficient time must be provided at each session for appropriate student participation and reflection.

Guidance Co-operative Education Courses

The guidance co-operative education course based on the curriculum guideline Guidance 1984 enables students to obtain up to three credits towards an OSSD for learning experiences that foster interpersonal skill development, preparation for employment, and career exploration. It should be noted that the ministry's resource document Work and Employability Skills Program is not a curriculum guideline and should not be used as such in developing the guidance co-operative education course.

The out-of-school experience in guidance co-operative education should be designed to permit a student to investigate a particular career or careers, work environments, and occupations of interest for his/her future. Opportunities should be provided for career exploration, planning, and decision making. The guidance co-operative education course can provide students with an opportunity for career exploration in placements that are not linked to a specific subject area.

The following conditions apply to the guidance co-operative education course:

- The course must be offered in the Senior Division at the basic, general, or advanced levels of difficulty.

- The objectives of the entire course shall be developed locally and be based on the aims of the curriculum guideline Guidance, 1984.

- Out-of-school placements must provide students with opportunities to explore a variety of relevant on-the-job experiences.

- Out-of-school placements must be scheduled in such a way that the in-school and out-of-school components are offered concurrently. This enables students to analyse and review their out-of-school experiences with their peers under the direction of their assigned teacher.

The guidance co-operative education course is an excellent vehicle for career exploration and can be particularly useful in providing initial co-operative education experiences within a school. As the number of placements in any one subject-related area increases, efforts should be made to encourage subject-based co-operative education across the curriculum, rather than leaving all students under the umbrella of guidance co-operative education.

It is most important to maintain consistency in employer expectations regarding the skill and maturity levels of students participating in co-operative education. In this regard a student enrolled in a co-operative education guidance course who is placed in a training station directly related to a specific subject area must have successfully completed or be taking concurrently a Senior Division credit in that subject area. For example:

- a student taking a co-operative education guidance program and wanting to be placed in an automotive training station must have completed or be taking concurrently a Senior Division technical automotive credit;

- similarly, a student taking a co-operative education guidance course and wanting to be placed in an accounting training station must have completed or be taking concurrently a Senior Division business accounting credit;

- A student taking a co-operative education guidance course and wanting to be placed in a nursing training station must have completed or be taking concurrently a Senior Division science credit.

In cases such as these the in-school credit awarded shall be in guidance and the out-of-school credits awarded shall be in either the specific subject area or guidance, or in both. The decision as to whether credits should be awarded in the guidance area or in the subject area should be made prior to the start of the placement and should be an integral part of the preselection interview process. It should be recognized that, while the original intent of the student may be for career exploration, credits awarded in a subject area may be more beneficial on the student's

transcript when he/she applies for employment or for admission to postsecondary institutions.

Guidance co-operative education courses should be taught by a teacher who is knowledgeable in both guidance and co-operative education. A teacher knowledgeable in the subject area of the placement must be involved in designing the learning at the training station and in monitoring the student at least twice during the term.

Program Management and Administration

Number of Hours

A course offered in the co-operative education mode must be designed so that its in-school component forms at least one-third of the total number of credit hours for the course. The number of hours required for a credit in the out-of-school component should be the same as for any other credit. (See the subsection entitled "Awarding of Credits" on page 41 for further information.)

Students must complete the full term outlined in their work education agreement, regardless of when they complete the minimum number of hours required for credit. The completion date of the work education agreement should coincide with the completion date of other school courses.

Attendance

A written school-board attendance-policy statement for students relating to both the in-school and out-of-school components, should be provided for courses offered in the co-operative education mode. Employers should have a copy of this policy statement.

When a student withdraws from the in-school component, he/she must automatically be withdrawn from the out-of-school component. However, if a student withdraws from the out-of-school component, he/she may remain, at

the principal's discretion, in the in-school component unless the subject guideline prevents this practice. This policy should be clearly stated to students before they commence their program.

Grade/Level

Students working at all levels of difficulty should be encouraged to participate in co-operative education. However, it should be recognized that co-operative education requires a certain skill and maturity level, and, therefore, admission to co-operative education is generally restricted to students earning credits in the Senior Division. In special situations when it is deemed to be in the best interests of the students involved, students taking courses in Grades 9 and 10 may be allowed to participate in co-operative education.

It should be recognized that other forms of experiential learning, (e.g., work experience, job shadowing, job observation) may be more appropriate for students whose skill and maturity levels are not sufficiently developed for a co-operative education experience. The development of such activities should be promoted.

Awarding of Credits

Credit maximum. - Individual subject guidelines may restrict the number of co-operative education credits; however, there is no formal restriction on the total number of credits that may be earned through the co-operative education mode. Students should be advised to maintain a reasonable balance between courses offered in the co-operative education mode and those that are not.

Partial credits. - Partial credits may be granted, providing that one-third of the total credit hours are delivered in the in-school component. However, a one-credit course in which the in-school component makes up one-third of the total course time (thirty-seven hours) and the out-of-school component makes up two-thirds of the total course time (seventy-three hours), would not offer students sufficient learning time at their placement. The packaged co-operative education course that encompasses partial credits is more effective than partial co-operative education credits offered by themselves. (See the subsection entitled "Packaging Co-operative Education Credits" on page 43.)

Unsuccessful Completion of One of the Components

If a co-operative education student is successful in the in-school component but unsuccessful in the out-of-school component of a course, he/she is awarded the in-school credit only. If a student is successful in the out-of-school component and is unsuccessful in the in-school component, he/she may receive out-of-school credits providing that:

- detailed anecdotal reports are completed for each monitoring visit made by the in-school teacher;

- a minimum of three formal, written performance appraisals per semester and at least six per full year have been completed by the employer/supervisor;

- regular weekly logs and reports have been kept by the student;

- there are a satisfactory number of successfully completed assignments related to the in-school component or to the integration sessions.

Compulsory Credits, OACs, and Co-operative Education

Compulsory credit courses may be offered through the co-operative education mode of delivery. Any restrictions

regarding co-operative education are outlined in each subject guideline. Note that Ontario Academic Courses shall not be delivered through the co-operative education mode.

Packaging Co-operative Education Credits

Section 5.9 of OSIS outlines the criteria for offering school-related packages. Packaged programs allow students in co-operative education to earn the same number of credits that they would earn if they were enrolled in a full credit program in a conventional school setting.

It is acceptable for co-operative education students to earn out-of-school credits in more than one subject area at the same placement during the same school year or semester. However, a separate training plan must be developed for each subject, clearly outlining the learning activities for that particular subject. Close liaison between all co-operative education teachers within the school is also essential in order to prevent duplication.

Because of the flexibility that students and teachers require in their timetables in order to accommodate the number of hours needed in both the in-school and out-of-school components, packaged programs

are best offered in semestered schools or in traditionally organized schools in which the co-operative education program is offered half days during the full school year.

According to subection 4.14 of OSIS "When a student has gained a minimum of eight credits in either business studies or technological studies, the transcript shall reflect this concentration of courses." Courses delivered in the co-operative education mode count towards this concentration provided that they meet the requirements of the relevant Ministry of Education guideline.

Program Supervision

Courses in the co-operative education mode make considerable demands on a teacher's time. The delivery of a quality co-operative education experience requires that, in planning the staffing allocation, principals give careful consideration to their teachers' qualifications and to the time required to organize, supervise, and evaluate the credits that are part of the out-of-school mode of delivery.

The following is a sequential list of the tasks required of a teacher who is involved in co-operative education. All but items 2 and 10 require a teacher who

is knowledgeable in both co-operative education and in the subject area in which credits are being awarded:

1. the selection of students (precourse counselling and interviewing)

2. the identification and recruitment of training stations

3. preplacement orientation (a minimum of fifteen hours)

4. student placement

5. the development of individualized training plans and generic training profiles

6. the regular monitoring of the student at the training station (every thirty to forty hours or two to three weeks)

7. regular consultation with employers/supervisors, employees, and other teachers where appropriate

8. the evaluation of student performance, as well as work-site and course evaluation

9. the organizing and conducting of regular integration activities (a minimum of ten hours)

10. the administration and management of the day-to-day organizational details associated with co-operative education (including regular reporting to the school administration).

These tasks represent legitimate demands on the teachers' time and need to be accommodated in their timetables to ensure the quality of students' learning experiences. Consideration should also be given to the many clerical tasks associated with the delivery of co-operation education.

In determining class sizes in co-operative education, principals will consider the expectations set out in this policy document as well as any local school board policies associated with co-operative education. Provincial experience has indicated that a smaller class size is required where students with special needs are involved.

Principals should make every effort to encourage the growth of subject-based co-operative education courses and the involvement of staff across the school curriculum.

Teachers appointed to positions of responsibility in co-operative education should be encouraged by principals to obtain specialist qualifications in co-operative education.

Relating Credits Back to Subjects Taken Previously

Ideally, co-operative education students should take their in-school component concurrently with their out-of-school component. When this is not possible, a student must have successfully completed the in-school component before being placed in the out-of-school component.

The out-of-school component shall be related only to in-school subjects successfully completed within the previous school year. Students who have successfully completed the in-school component must participate in the current integration sessions.

These provisions also apply to students who are relating their out-of-school component to a subject successfully completed at night school, summer school, or by correspondence, provided that they are enrolled as day-school students.

Remuneration

Students in co-operative education programs are learning and earning credits in a location other than

their home school. It is essential that the emphasis be placed on learning, and that co-operative education programs be differentiated from part-time jobs. For this reason hourly wages or a salary are not appropriate for any co-operative education student for hours spent in the out-of-school component. However, co-operative education students are permitted to receive an expense allowance from their co-operative education employer or school board.

Educational productivity occurs when students agree to tasks that are likely to result in meaningful learning experiences. Thus, co-operative education students will complete a variety of tasks and remain in specific training-station areas only as long as those areas contribute to their learning. Their remuneration takes the form of understandings acquired, skills learned, working habits developed, and experience gained. While students might be very productive, their productivity serves specified educational purposes, and their evaluation is based on how well they meet stated learning objectives.

The following are additional reasons for non-paid learning placements:

- If students were considered paid employees, employer priorities rather than educational priorities could

dictate students' activities and affect the educational institutions' control of the learning;

- Payment for co-operative education students during school hours provides a double reward system of pay and credit;

- If a pay policy were supported, pay should be available to all students, a policy that would limit the participation of training organizations, particularly those in the social-service sector;

- Organized labour, which has supported co-operative education at the provincial level, wants to keep the focus of the out-of-school experiences clearly on learning to ensure that workers are not displaced by students.

If students stay at their placement beyond the negotiated hours of the daily work-education agreement, they may be hired as employees and paid. Such an arrangement must be completed by the student and the employer and shall not involve the school or the teacher. The Workers' Compensation Board coverage arranged through the Ministry of Education will apply only to the hours stated on the work-education agreement, and does not apply when a student receives an hourly wage or salary.

An exception to the policy of non-paid learning placements may be considered in the case of government-sponsored adult-retraining programs, where the main focus of the program is on specific job training and financial productivity.

Additional Costs

Participation in some out-of-school components may result in additional costs to students or parents. Students should not be denied access to co-operative education because of their inability to meet these expenses. Thus, every effort should be made to provide assistance to students whose financial circumstances make it difficult for them to participate in co-operative education.

Course-Calendar Descriptions

All courses that have a co-operative education component must be based on an approved Ministry of Education guideline and the policies established by the local school board. The description of such courses in the school calendar must clearly indicate the content and duration of both the in-school and the out-of-school components. Subsection 4.15 of OSIS clearly states that a school course calendar shall include "a list of available courses with an appropriate and precise description of each" as

well as "a clear indication of the prerequisites for certain courses".

Advisory Committees

Advisory committees can play an important role in establishing and maintaining the links between the school and the community that are required for the success of co-operative education. While their formation is not mandatory, it is recommended that advisory committees, when formed, include community groups, parents, employers, representatives of labour, co-operative education co-ordinators, teachers, teachers' federation representatives, and students. Committee members should be involved in both the planning, design, and review of the out-of-school component and the integration activities. Committee members should ensure that appropriate communication is established among all parties concerned.

Advisory committees may assist in suggesting placements for students. One of their functions might be to examine the general provisions stated in this policy document and to make specific recommendations to the school board concerning other provisions that could be considered in the implementation of co-operative education.

There is also great value in establishing both subject-based and school-based advisory committees. The establishment of such committees is encouraged.

Summer School Co-operative Education Programs

Summer school co-operative education programs must meet the same criteria as programs offered during the regular school year. It is also essential that a summer job is differentiated from a co-operative education learning experience. Thus, students enrolled in co-operative education during the summer must not receive pay during the hours stated on the work education agreement.

The in-school and out-of-school components should be offered concurrently. The same amount of time for preplacement preparation (fifteen hours) and for integration activities (ten hours) must be included as in a regular school program.

Programs in which the in-school component is taken during the regular school year and the out-of-school component is taken during summer school will require special prior approval from the appropriate regional office of the Ministry of Education. A proposal must be submitted in which the following are outlined:

- the reason that scheduling of in-school and out-of-school components has not been arranged concurrently
- the objectives of the program
- the client group and the number of students to be involved in the program
- the areas of study
- the number of credits involved
- the hours to be spent in the workplace
- student selection procedures
- the hours and content of the preplacement orientation
- the hours to be scheduled for integration activities
- the evaluative criteria and the frequency of monitoring at the training station.

The training station and generic training profile must be set up before the commencement of the out-of-school component and must be related to the in-school component. An individualized training plan must be developed by the end of the first week. Only those programs receiving regional office approval on or before July 1 will be eligible for grant assistance in any given year.

Co-ordination of Co-operative Education Programs

For the efficient operation of courses offered through the co-operative education mode within a school, within a board, between two or more boards in the same region, and

between school boards and other organizations that use the community for placement, a mechanism should be developed to ensure consistency in policies and procedures.

Every school board must establish procedures and policies related to implementation, preplacement orientation, monitoring, placement, evaluation, integration, and other administrative tasks that are related to the efficient management of co-operative education. These policies and procedures must be established within the framework of this policy document and should reflect the specific needs and circumstances for program delivery within the local school board.

Where a school operates several courses using the co-operative education mode, provision must be made for co-ordination of the courses within the school to ensure that policies and procedures will be consistent both within the school and the community. Where more than one school operates a co-operative education program within the same school board, provision must also be made for placement co-ordination and consistency in policies and procedures.

In areas where more than one school board is operating co-operative education programs, the boards of education involved should develop a mechanism that ensures regular and consistent co-operation and communication

among co-operative education personnel. This is essential if the educational community is to present a unified message to the business community.

The sharing of resources and of resource personnel between coterminous boards of education is strongly encouraged to ensure effective delivery of co-operative education programs. Every school board should also regularly communicate with other youth organizations that place students in order to increase community support and co-operation for the expansion of experiential learning programs.

Glossary of Terms

The following is a glossary of the terms used throughout this policy guideline.

anecdotal reporting. - A written description of a student's behaviour and performance by the co-operative education teacher monitor, obtained through direct observation and including the training-station supervisor's comments.

classroom activities. - The activities intended to teach core skills and to help students integrate their in-school and out-of-school experiences. These activities may be part of the in-school component or additional to the in-school component when the co-operative education participants are not all members of the same class for the in-school component. These activities may be scheduled during students' in-school or out-of-school time.

competitive interview. - This occurs when more than one student is interviewed for placement at one training station, or, when students are required to attend several interviews and are placed by the employers through a ranking system.

co-operative education across the curriculum. -A co-operative education program that includes students from several different subject-based courses offered in the co- operative education mode. The term co-operative education across the curriculum could refer to several subject-based co-operative education classes within the same school or to several individual co-operative education students earning credits in various subject areas within the same group, which has been organized as such for administrative purposes.

co-operative education specialist qualifications. - A three-part, ministry-approved additional qualifications course in co-operative education thath is offered through faculties of education.

core skills.- The specific job-related skills that all co-operative education students must learn and develop prior to placement. These skills may be taught as part of the in-school component or as part of classroom-related activities that may be delivered during some of the time allotted to the out-of-school component.

experiential learning. - Learning acquired wholly or in part through practical on-site experiences.

generic training profiles. - Master lists of all activities at training stations that are relevant to an in-school curriculum guideline. They are used by teachers to develop tasks and activities at a training station and to develop an individualized training plan.

guidance co-operative education program. - A program based on the ministry guideline Guidance 1984, which enables students to explore careers.

home school. - The school in which a co-operative education student is registered.

individualized training plan. - A descriptive outline of the objectives, learning activities, and training planned for a particular co-operative education student at a specific training station. It should also outline the evaluation criteria to be used and indicate the credit value of the course, and the course code.

in-school component. - The particular designated course to which the out-of-school component is related.

integration. - A term that encompasses all of the techniques used to help students relate their classroom instruction to their training-station experience. The following are some integration techniques: reflective discussions, debriefing, journals, work-observation reports, class seminars.

job observation. - An experiential learning opportunity provided to students who do not have the skills required for a hands-on co-operative education experience. It is usually appropriate for students in the Intermediate Division. Students do not actively participate in the work environment; instead they observe workers for a short period of time, possibly up to one week.

job shadowing. - A program in which students observe or "shadow" someone in a work situation as part of their career exploration. It is generally used when students do not have the skills or maturity required for hands-on experience.

job twinning. - An opportunity for a student (usually in the Intermediate Division) to be paired with a co-operative education student for a period of time, usually one day. The younger student accompanies his/her "twin" to the training

station to become familiar with the work environment. Alternatively, a student may be twinned with a particular member of the community. He/she spends a day with that individual, who then spends a specified amount of time in the student's school.

journals, daily diaries, logs and observation reports. - These are all tools in the reflective learning process. They form part of the integration activities and enable the student to describe and analyse experiences at the work site.

mentorship. - An experiential learning program generally made available to students in conjunction with postsecondary institutions and professionals in the community. For instance, a university science professor might provide an opportunity for a science student to assist in a special project for a specified number of hours.

monitoring. - Observation by a teacher, knowledgeable in the subject area and in co-operative education, of the student's behaviour at the training station in order to evaluate the student's performance. This is done in consultation with both the student and the training-station supervisor.

non-teaching personnel. - A person who does not hold an Ontario Teacher's Certificate. Non-teaching personnel involved in co-operative education programs frequently act as paraprofessional resource people and recruitment officers.

out-of-school component.- The amount of time designated to the supervised experience at the training station.

performance appraisal.- A student evaluation form provided by the school to the training-station supervisor.

pre-placement orientation. - A minimum of fifteen hours of sessions during which students learn what will be expected of them in the preplacement interview and on the job.

recruitment. - The contacting and visiting of potential employers in the community to inform them of the benefits of becoming co-operative education employers, to assess the suitability and potential of training stations and to secure employers' commitment to participate in the program.

reflective learning/discussion. - One of the techniques used in the regular integration sessions to encourage students to analyse, compare, and contrast their out-of-school experiences.

related-subject teacher. - The teacher of the in-school component.

subject-based co-operative education. - All co-operative education courses are subject-based, and both the in-school and out-of-school credits relate directly to a specific subject guideline. This applies to guidance, auto mechanics, or any other subject.

training organization. - The business, industry, or social-service organization that participates in a co-operative education program by making one or more training stations available for student use.

training station. - The specific location within an organization at which the co-operative education student is trained.

training station supervisor. - The person at the training station who provides direction and supervision to the co-operative education student and assists in the evaluation of the student's achievement.

work-education agreement. - The Workers' Compensation Board form that must be signed before a student starts work at a training station. This is a compulsory Ministry of Education requirement.

work education consent form. - A formal document agreed to, and signed by, the training-station supervisor, a representative of the school, and the student's parent or guardian that outlines the responsibilities of each participant. It may be a separate contract designed by the local board.

work experience. - A portion of a course in which relatively short-term experiences, usually of one or two weeks' duration but not exceeding four weeks, are arranged for students.

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